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IOP ENGLISH LANGUAGE ARTS GRADES 8 TO 12

INTRODUCTION

The core responsibility of the IOP English Language Arts program is to foster and strengthen the development of language. Learning foundational skills of communication enhances confidence, builds personal identity and enables individuals to create and sustain meaningful relationships. Becoming successful communicators at home, at school, at work and in the community enables learners to experience personal satisfaction and to become responsible, contributing citizens and lifelong learners.

THE IMPORTANCE OF LANGUAGE

The Nature of Language

Language is the basis of communication and the primary instrument of thought. Composed of interrelated and rule-governed symbols systems, language is a social and uniquely human means of exploring and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity and is essential for forming interpersonal relationships, extending experience, reflecting on thought and action, and contributing to society.

Language Development

Language development is contextual. Students enhance their language abilities by using what they know, continuously and recursively, in new and more complex contexts and with increased sophistication. They reflect on and use prior knowledge to extend and enhance their language abilities and understanding. By learning and incorporating new language structures into their repertoires and using them in a variety of contexts, students develop greater language fluency and proficiency.

Critical Thinking and Learning through Language

Critical thinking, learning and language are interrelated. Students use language to make sense of and bring order to their world and to play active roles in learning communities within and beyond the classroom. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences and beliefs. They make connections, anticipate possibilities, reflect upon and evaluate ideas, and determine courses of action. By becoming critical thinkers, students also become self-reliant, successful, contributing members of society.



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Metacognition

Language students develop an awareness of the strategies they use to complete learning tasks successfully and to talk about, write about and otherwise represent themselves as learners. In essence, the study of language enables students to develop metacognition: it enables them to become more consciously aware of their own thinking and learning processes and to gain greater control of these processes.

Essentially, metacognition involves reflection, critical awareness and analysis, monitoring, and reinvention. Students who are engaged in metacognition recognize the requirements of the task at hand, reflect on the strategies and skills they may employ, appraise their strengths and weaknesses in the use of these strategies and skills, make modifications, and monitor the use of these reworked or new strategies in future situations.

ENGLISH LANGUAGE ARTS

The IOP English Language Arts general and specific outcomes focus on assisting students to develop confidence in their ability to communicate, build self-esteem and work well with others. Reading provides students with a means of accessing the ideas, views and experiences of others. Communication and understanding are developed and enhanced when students are able to express their ideas, views and experiences, through writing and through verbal and nonverbal communication. Developing listening and viewing skills, as well as skills and strategies for research and representation, will, in turn, strengthen the student's ability to communicate. All of the language arts are interrelated and interdependent; facility in one strengthens and supports facility in the others.

Reading

Reading is fundamental to all learning; therefore, there is a strong emphasis on developing reading fluency in the IOP. By reading a variety of text, students learn to understand and appreciate

use it confidently and a variety of purposes, with a variety of audiences and in a variety of situations.

Through reading of a variety of text students develop self-understanding, learn about Canadian culture and citizenship, and prepare themselves for various career paths. The use of effective reading strategies helps students to construct meaning and develop thoughtful and critical understandings and interpretations of a variety of texts.

In order for a student to build foundational skills in reading, it is essential that the student's reading level be identified. From that starting point, the teacher is required to choose resources that will encourage students to develop and advance skills to attain the next level. As the student progresses, the student is likely to realize that his/her ability to read, do assignments, engage in work experience and gain future employment will be positively impacted by an enhanced reading ability.

Writing

Written language is a powerful means of communicating and learning. Writing enables students to extend their thinking, their knowledge of and use of language, their understanding of themselves and others, and to experience enjoyment and personal satisfaction.

Writing enables students to explore, shape and clarify their thoughts and to communicate these thoughts to others. By using effective writing strategies, students discover and refine ideas, and compose and revise text with increasing confidence and skill.

Listening, Verbal and Nonverbal Communication

Oral language is the foundation of literacy. Through listening and verbal and nonverbal communication, human beings communicate thoughts, feelings, experiences, information and opinions and learn to understand themselves and others. Oral language is used to tell a community's stories and to convey many of its values, beliefs and traditions.

Listening and speaking enable students to explore ideas and concepts, as well as to understand and organize their experiences and knowledge. Students use oral language to learn, solve problems and reach goals. To become discerning lifelong learners, students need to develop fluency and confidence in their oral language abilities. They will benefit from many opportunities to listen and speak, both informally and formally, for a variety of purposes and with a variety of audiences.

Viewing and Representing

Visual imagery is an integral part of contemporary life. By developing viewing strategies and skills, students come to understand the ways in which images may be used to convey ideas, values and beliefs. Critical viewing enables students to acquire and assess information, appreciate the experiences of others, and understand and evaluate others' ideas and perspectives.

Visual, print and oral representation enables students to communicate their knowledge and perspectives through a variety of text, e.g., posters, diagrams, photographs, collages, video presentations, power point presentations, visual art, tableaux and mime, tables and graphs, articles, dramatic monologue. Each employs techniques and design principles to enhance communication.

INQUIRY

Research

Through the process of inquiry, students learn to manage ideas and information. Acquiring foundational skills in research will allow students to identify their current knowledge and construct new knowledge within a variety of contexts. The research process includes planning, selecting, organizing, assessing and representing information.

UNIVERSAL STRATEGIES

Students enhance interpersonal skills to ensure respect, support and cooperation with others. By developing these foundational skills, students will build the confidence necessary to understand and set goals, work well independently and within groups, manage their behaviour choices and become more successful learners.

ORGANIZATION

The IOP English Arts Program general outcomes represent foundational skill sets, and the specific outcomes form subgroups under these general outcomes. The focus on the development of specific skills within each broader skill set allows the assessment of student performance and the formation of goals for the attainment of appropriate skill levels for the student.

Each skill set is developed to enable the natural process of learning to occur. Levels of exploration and depth of development vary according to grade level. Teachers may access previous levels or extend to higher levels dependent on the student's skill level and/or the level of competency required within a particular context.

Foundational skills of communication are best experienced when processes include a variety of outcomes from one or more of the skill sets. Foundational skills that foster respect, support and cooperation outcomes are part of the learning process and therefore should be interwoven with foundational skills of communication.

Foundational Skills of Communication

Students will build foundational skills in:

- *reading to enhance communication*
- *writing to enhance communication*
- *listening to enhance communication*
- *viewing to enhance communication*

- *verbal communication strategies and nonverbal behavioural strategies to enhance communication*
- *research to enhance communication*
- *representing to enhance communication.*

Foundational Skills that Foster Respect, Support and Cooperation

Students will build foundational skills:

- *that allow them to support and advocate on their own behalf to foster respect, support and cooperation*
- *that allow them to support and advocate on behalf of the group to foster respect, support and cooperation*
- *by practising leadership strategies that foster respect, support and cooperation*
- *by practising conflict management strategies to foster respect, support and cooperation.*

CROSS-CURRICULAR, COMMUNITY AND WORKPLACE CONNECTIONS

This document represents the subject/grade specific organization of general and specific learner outcomes. Examples provided are meant to guide the breadth and depth of study associated with the specific outcome. An integrated organization, in which language arts are used within various contexts, is necessary to allow students to connect to real life experiences. To be consistent with the philosophy of the program that students learn best when they are actively engaged, teachers may wish to teach English language arts within thematic units or they may wish to integrate language arts with other units and/or projects in mathematics, science, social studies or career development.

TECHNOLOGY

Information and Communication Technology outcomes have been infused into the specific outcomes and are best learned within an applied context. As technology continues to advance, selecting and using appropriate, effective and efficient technologies that complement the learning process will enhance student performance.

TRANSFERABILITY TO THE ENGLISH LANGUAGE ARTS PROGRAM

To ensure a reasonable level of transferability that will enable students to progress to the next level of the IOP and/or to a higher-level course in English Language Arts, the ELA Program of Studies has been used as a reference. The IOP ELA outcomes integrate the five general outcomes for the Alberta K–12 English Language Arts Program. The five general outcomes are listed below.

- *GO1 Explore thoughts, ideas, feelings and experiences*
- *GO2 Comprehend and respond personally and critically to oral, print and other media texts*
- *GO3 Manage information and ideas*
- *GO4 Enhance the clarity and artistry of communication*
- *GO5 Respect support and collaborate with others.*

These are all reflected in the foundational skills of communication found in the IOP ELA outcomes. Thinking processes, as well as an awareness of learning strategies, Information and Communication Technology and career/life skills are also infused. Should a student be capable of returning to the English Language Arts Program, the skills acquired in the IOP will allow him/her to work through the grade level program successfully.

REFERENCES/RESOURCES

Alberta Learning. *English Language Arts K–9*, 2000.

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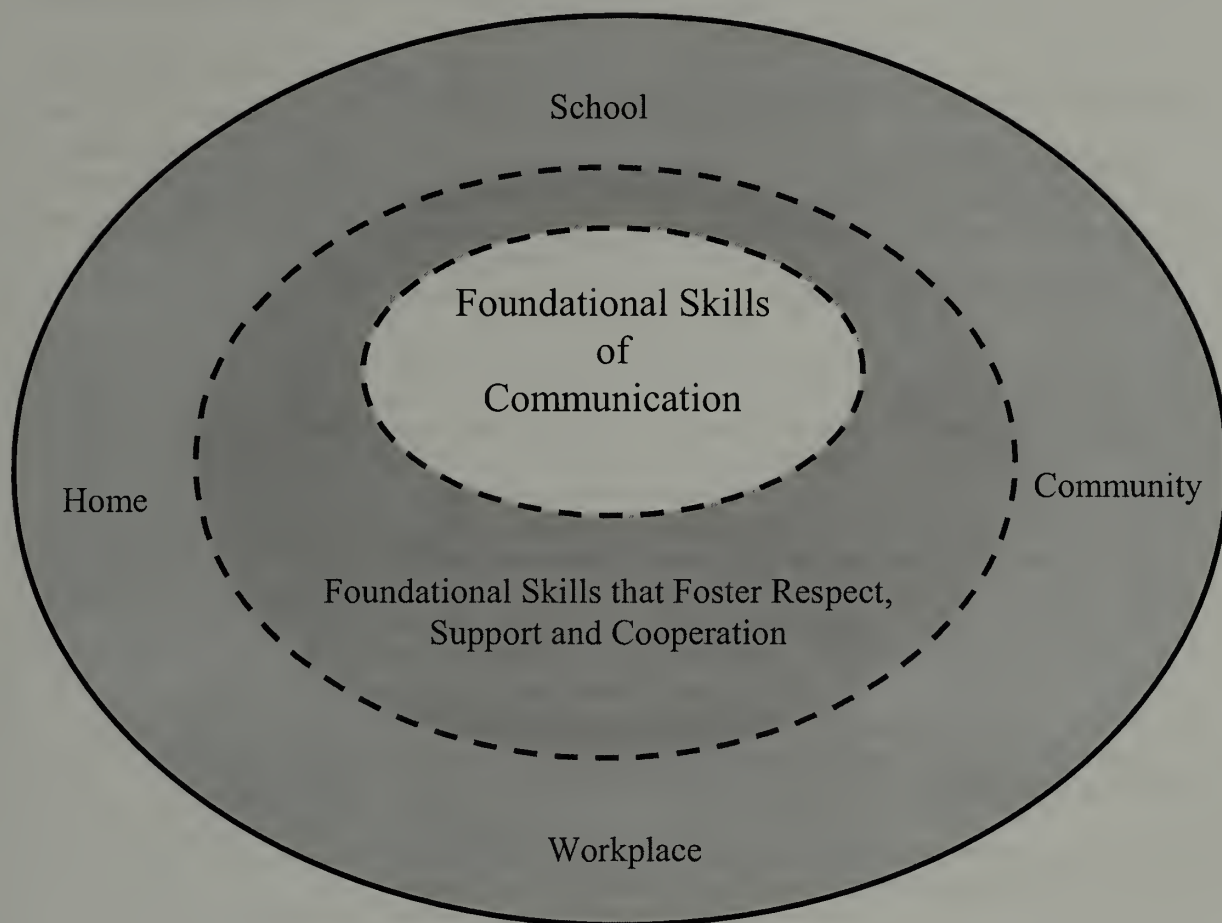
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Alberta Learning. *Information and Communication Technology K–12*, 2000–2003.

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**GRAPHIC ILLUSTRATING CROSS-CURRICULAR, COMMUNITY AND
WORKPLACE CONNECTIONS**



IOP Grade 8 English Language Arts

FIELD VALIDATION DRAFT

Foundational Skills of Communication

Students will build foundational skills in reading to enhance communication.

The student will:

- explore a variety of genres in newspapers, magazines, short stories, poetry, plays and novels to be read for enjoyment
- identify a variety of appropriate reading strategies, such as skimming, reading out loud, forming questions, making predictions and using text organizers, e.g., indexes, tables of contents, chapters, glossaries, charts and reference sources
- describe and practise vocabulary strategies, e.g., word attack skills, contextual clues, dictionary skills
- identify vocabulary specific to a topic
- paraphrase directions or messages from various sources, such as assignments, manuals, diagrams, forms, lists, labels, workbooks, to identify tasks required to meet expectations
- recognize and rephrase main ideas and recognize some supporting details
- identify and describe the main message in text from various sources, e.g., short stories, articles, novels, electronic sources, CD-ROMs
- identify and describe the purpose of a text—inform, persuade, entertain—and determine if information presented is accurate and credible
- practise making connections with previous knowledge and experiences to understand segments of a text
- identify and describe parts of a plot using graphic organizers and when appropriate use technology to support categorizing, e.g., introduction, characters, setting, initial incident, rising action, climax, falling action and denouement
- identify and describe how a character changes as a result of an event within a plot by examining elements of character, e.g., personality traits, motivation, relationships, attitudes, values
- identify and explain meaning behind figurative language, e.g., similes, metaphors.

Students will build foundational skills in writing to enhance communication.

The student will:

- work with teacher and peers to develop prewriting strategies and when appropriate use technology to support prewriting activities, e.g., discussion, brainstorming, webbing, outlining, journaling and using graphic organizers
- work with teacher and peers to define and determine audience and purpose (to inform, explain, persuade or describe) before writing
- take ownership of text creation by selecting or crafting a topic, concept or idea that is personally meaningful and engaging
- understand the benefits of using and enhancing keyboarding techniques, e.g., use proper fingering when using alphabet and punctuation keys

Students will build foundational skills in listening to enhance communication.

- use appropriate tools, such as handbooks, exemplars, models, dictionaries, spell checks on processors, grammar checks to assist in creating and revising text
- compose descriptive, persuasive, expository and narrative paragraphs
- compose effective, friendly letters independently and using electronic templates
- practise completing forms—Social Insurance Number (SIN) form using template on Human Resources Development Canada (HRDC) Web site, bank account application
- work with teacher and peers to determine if directions have been followed and writing is on topic
- work with teacher and peers to proofread for use of capitalization, punctuation, sentence structure, parts of speech and dialogue
- revise work to ensure clarity and coherence, e.g., punctuation, spelling, usage, grammar and sentence structure, style and vocabulary.

The student will:

- identify the main message within what is being said
- work with teacher to develop note-taking skills and strategies
- assess reliability of information in an oral presentation
- identify and describe characteristics of a good listener
- identify and describe different purposes for listening, e.g., entertainment, information gathering
- identify and describe strategies to verify understanding, e.g., repeating, paraphrasing and questioning
- follow simple oral directions
- identify and describe appropriate verbal communication strategies used to convey intent, e.g., mood indicators, volume, tone, irony and sarcasm
- identify and describe a speaker's nonverbal communication strategies, e.g., posture, eye contact, facial expression
- identify, describe and practise characteristics of a good listener in a small group, e.g., focus on the person speaking, react with appropriate physical movement such as nodding.

Students will build foundational skills in viewing to enhance communication.

The student will:

- discuss and explain personal preferences when exploring a variety of genres, e.g., graphics, art, documentaries, film, advertising, plays
- summarize main idea and identify some supporting ideas
- identify purpose and message of a visual communication and recognize personal response(s)
- identify graphic design techniques, e.g., graphic quality, colour, sound, camera angle, composition and editing, that create and/or manipulate emotion and mood for the viewer
- differentiate between fact and fiction in media portrayals of everyday life.

Students will build foundational skills in verbal communication strategies and nonverbal behavioural strategies to enhance communication.

The student will:

- explore and identify appropriate verbal and nonverbal strategies, including tone, volume, eye contact, gestures and posture, and be aware of the need for preparedness in effective communication
- identify and describe skills to positively interact and communicate with others by considering appropriate dress, personal space and conversational skills such as pausing and asking for time to think
- be aware that different settings, such as the classroom, the home environment and the playground, require different styles of verbal and nonverbal communication, e.g., how loudly voice is projected
- identify and describe various strategies used to share, examine and re-examine points of view, opinions, experiences, perspectives and interpretations effectively with others, in person or using various communication technologies in a controlled environment, e.g., telephone, e-mail
- develop strategies to provide feedback that is a positive reflection of the presentation and/or encourages the presenter and audience to consider other ideas and additional information, e.g., I like it when you said ..., but have you considered ...

Students will build foundational skills in research to enhance communication.

The student will:

- identify possible topics for research through discussion, brainstorming or webbing—guided by the teacher
- identify the purpose of seeking information—to inform
- create questions—who, what, where, when, why, how—or categories to guide inquiry
- access and use a variety of oral, print, visual and multimedia resources, e.g., textbooks, books, encyclopedias, graphs, diagrams, posters, pictures, films, databases, CD-ROMS and the Internet, some of which may be acquired through searching electronic sources and databases; ascertain whether they are credible, appropriate to purpose, audience and form of presentation—with supervision
- assess if information gathered is relevant, accurate, complete, current and significant to determine its usefulness to the overall purpose, audience and form of presentation
- distinguish quality of resources, e.g., fact versus opinion, is the material current
- organize information logically and when appropriate use multimedia software to support analysis and synthesis, e.g., answer questions by topic or category, sequentially, using prior knowledge, new information and new ideas to draw conclusions
- record information accurately and completely, using a consistent and appropriate style, e.g., use quotations and cite sources within footnotes, and using word processing software where appropriate
- select technologies useful for gathering, generating and recording information and other materials to create a product
- reflect on scope and direction of inquiry by identifying breadth and depth of the topic, limitations, time availability, purpose, audience and form of presentation

Students will build foundational skills in representing to enhance communication.

- outline text and graphics according to the main idea providing supporting details that best suit the purpose of the research
- identify and record information sources
- identify and describe presentation form that best suits audience and purpose
- identify and create a variety of suitable presentation forms, e.g., written report, oral report, poster, presentation software, multimedia models
- evaluate the content and effectiveness of the research product, and identify strategies to improve future research
- consider the effectiveness of the research process, and identify strategies to improve future research.

The student will:

- identify and describe the moral and ethical standards acceptable for a presentation
- explore complex structures, using graphic organizers, e.g., cause and effect, pros and cons, plus/minus/interesting (PMI), storyboards and Venn diagrams that assist in the process of analyzing, synthesizing and evaluating information to draw conclusions
- explore and create presentations, using basic audiovisual technology, e.g., tape recorders, overhead projectors, CD players, video and multimedia software, applying appropriate common conventions
- select and organize graphics and text to effectively communicate a topic using various forms, e.g., posters, documents, charts, graphs, timetables, calendars, paintings, drawings, collages, cartoons, multimedia presentations, Web pages
- consider the use of consistent style within a document, e.g., page layout, headers, footers, footnotes, margins, columns, table of contents, bibliography
- explore aspects of style, e.g., font, size, style, colour, spacing of text, image placement, sound and video links, within the presentation form or product to convey meaning to the chosen audience
- use a consistent style when recording information sources in a bibliography
- assess the content and effectiveness of the research product, and identify strategies to improve future research
- assess the effectiveness of the process (research, writing, oral and visual presentation) and identify strategies to improve future research and presentations.

Foundational Skills that Foster Respect, Support and Cooperation

Students will build foundational skills that allow them to support and advocate on their own behalf to foster respect, support and cooperation.

The student will:

- begin an ongoing portfolio of accomplishments and representations of learning, e.g., projects, assignments, certificates, letters of recommendation, résumés
- identify strategies for increasing personal potential for success and happiness, presently and in the future, e.g., practise goal setting, create an action plan
- identify and apply self-evaluation techniques, assess strengths, talents, interests and values to set goals for improvement
- differentiate between constructive and destructive criticism and accept constructive criticism, recognizing strengths and weaknesses
- take responsibility for following appropriate security and safety measures when using technology and the Internet, e.g., use proper language and etiquette, apply proper ergonomics to promote personal health and well-being, respect the products and privacy of others
- identify and model characteristics of a successful student/worker, i.e., following directions, seeking assistance, arriving on time, organizing materials, paraphrasing directions, prioritizing tasks.

Students will build foundational skills that allow them to support and advocate on behalf of the group to foster respect, support and cooperation.

The student will:

- engage in dialogue with group members to develop objectives, generate ideas, access resources, contribute abilities and interests, monitor progress and share responsibility for the completion of a project
- acknowledge conflicting points of view within a group and contribute to compromise in a positive manner, e.g., follow a problem solving or issue resolution model
- identify and demonstrate the responsibilities of each member—leader, recorder, encourager—within a group
- identify and demonstrate appropriate behaviour within a group, e.g., listening without interrupting, contributing to be heard, disagreeing courteously
- recognize that individual differences and perspectives are influenced by culture, religion, age, gender and experiences, and are valuable and honourable.

Students will build foundational skills by practising leadership strategies that foster respect, support and cooperation.

The student will:

- identify and define honesty, integrity and personal ethics in leadership, e.g., be fair, respect group members' requests and opinions, value equity within the group
- identify and describe positive effort and behaviour of self and others toward achieving a goal
- identify, describe and model the different motivational techniques, e.g., positive reinforcement, extra assistance, that a leader uses within a group to focus on tasks and ultimately to achieve the group's objectives
- identify, describe and practise leadership roles within a group and develop positive leadership characteristics.

Students will build foundational skills by practising conflict management strategies to foster respect, support and cooperation.

The student will:

- identify and describe the rights of self and others and demonstrate respect
- solve problems and generate new ideas by using a conflict resolution model that identifies and clarifies the problem, recognizes different points of view, generates a solution and considers consequences
- distinguish among constructive criticism, ridicule and sarcasm; identify strategies used to respond appropriately to those forms of criticism
- identify and describe examples of assertive, aggressive or passive behaviours in self and others, and indicate when and where each is appropriate.

IOP Grade 9 English Language Arts

FIELD VALIDATION DRAFT

Foundational Skills of Communication

Students will build foundational skills in reading to enhance communication.

The student will:

- explore a variety of genres and authors in newspapers, magazines, short stories, poetry, plays and novels to be read for enjoyment
- identify and practise a variety of appropriate reading strategies, such as skimming, reading out loud, forming questions, making predictions and using text organizers, e.g., indexes, tables of contents, chapters, glossaries, charts and reference sources
- describe and practise vocabulary strategies, e.g., word attack skills, contextual clues, dictionary skills
- identify and define new vocabulary specific to a topic
- paraphrase directions or messages from various sources, such as assignments, manuals, diagrams, forms, lists, labels, workbooks, to identify tasks required to meet expectations
- summarize main ideas, related supporting ideas and details
- identify and describe the main message, point of view, argument, lesson or moral message in text from various sources, e.g., short stories, articles, novels, electronic sources, CD-ROMs
- identify the purpose of a text—inform, persuade, entertain—determine if information presented is accurate and credible
- make connections with previous knowledge and experiences to understand text
- categorize elements of a story into parts of a plot using graphic organizers and when appropriate use technology to support categorizing, e.g., introduction, characters, setting, initial incident, rising action, climax, falling action and denouement
- identify and describe how a character changes as a result of an event within a plot by examining elements of character, e.g., personality traits, motivation, relationships, attitudes, values, consistency of behaviour and plausibility of change
- identify and explain meaning behind figurative language, e.g., similes, metaphors, hyperboles, alliteration, symbols.

Students will build foundational skills in writing to enhance communication.

The student will:

- work with teachers and peers to develop prewriting strategies and when appropriate use technology to support prewriting activities, e.g., discussion, brainstorming, webbing, outlining, journaling and using graphic organizers to explore, develop and justify own ideas, opinions and point of view to develop new ideas and select scope of writing
- identify and select appropriate audience and purpose (to inform, explain, persuade or describe) before writing
- take ownership of text creation by selecting or crafting a topic, concept or idea that is personally meaningful and engaging

Students will build foundational skills in listening to enhance communication.

- practise using and enhancing keyboarding techniques, e.g., use proper fingering when using alphabet and punctuation keys
- use appropriate tools, such as handbooks, exemplars, models, dictionaries, spell checks on processors, grammar checks to assist in creating and revising text
- compose descriptive, persuasive, expository and narrative paragraphs, and simple essays
- compose effective forms of functional writing—résumé, cover letter, business letter—independently and using electronic templates
- practise completing forms—Social Insurance Number (SIN) form using template on Human Resources Development Canada (HRDC) Web site, job application, bank account application
- work with teacher and a peer to determine if directions have been followed and if writing is on topic and shows unity and coherence
- work with teacher and peers to proofread for use of capitalization, punctuation, sentence structure, parts of speech and dialogue
- revise work to ensure clarity and coherence, e.g., punctuation, spelling, usage, grammar and sentence structure, style and vocabulary.

The student will:

- identify and describe the main message, point of view, argument, lesson or moral within what is being said
- recognize the need for, and develop skills and strategies for, taking notes—practise selecting most relevant details for notes
- assess reliability of information in an oral presentation
- identify, describe and demonstrate characteristics of a good listener in different settings
- identify and describe different purposes for listening, e.g., entertainment, information gathering
- use strategies to verify understanding, e.g., repeating, paraphrasing and questioning
- follow multiple oral directions
- identify and describe appropriate verbal communication strategies used to convey intent, e.g., mood indicators, volume, tone, irony and sarcasm
- identify and describe speaker's nonverbal communication strategies, e.g., posture, eye contact, facial expression
- review and practise characteristics of a good listener in a small group, e.g., focus on the person speaking, react with appropriate physical movement such as nodding.

Students will build foundational skills in viewing to enhance communication.

The student will:

- discuss and explain personal preferences when exploring a variety of genres, e.g., graphics, art, documentaries, film, advertising, plays
- identify relevant and valid information that supports a topic or an issue
- identify and describe point of view in a visual communication, and recognize the particular response(s) elicited from the intended audience (size, age, gender, geographic location)
- identify some graphic design techniques, e.g., graphic quality, colour, sound, camera angle, composition and editing, that create and/or manipulate emotion, mood and point of view for the viewer
- differentiate between fact and fiction in media portrayals of everyday life.

Students will build foundational skills in verbal communication strategies and nonverbal behavioural strategies to enhance communication.

The student will:

- explore and identify appropriate verbal and nonverbal strategies, including tone, volume, eye contact, gestures and posture, and be aware of the need for preparedness in effective communication
- identify and describe skills to positively interact and communicate with others by considering appropriate dress, personal space and conversational skills such as pausing and asking for time to think
- be aware that different settings, such as the classroom, the home environment, and the playground, require different styles of verbal and nonverbal communication, e.g., how loudly voice is projected
- use various strategies to share, examine and re-examine points of view, opinions, experiences, perspectives and interpretations effectively with others, in person or using various communication technologies in a controlled environment, e.g., telephone, e-mail
- develop strategies to provide feedback that is a positive reflection of the presentation and/or encourages the presenter and audience to consider other ideas and additional information, e.g., I like it when you said ..., but have you considered ...

Students will build foundational skills in research to enhance communication.

The student will:

- identify possible topics for research through discussion, brainstorming or webbing—guided by the teacher
- identify purpose of seeking information—to inform, to make decisions
- create questions—who, what, where, when, why, how—or categories to guide inquiry
- access and use a variety of oral, print, visual and multimedia resources, e.g., textbooks, books, encyclopedias, graphs, diagrams, posters, pictures, films, databases, CD-ROMS and the Internet, some of which may be acquired through searching electronic sources and databases; ascertain whether they are credible, appropriate to purpose, audience and form of presentation—with some supervision
- assess if information gathered is relevant, accurate, complete, current and significant to determine its usefulness to the overall purpose, audience and form of presentation
- recognize different viewpoints on issues and that information may have a bias
- organize information logically and when appropriate use multimedia software to support analysis and synthesis, e.g., answer questions by topic or category, sequentially, using prior knowledge, new information and new ideas to draw conclusions
- record information accurately and completely, using a consistent and appropriate style, e.g., use quotations and cite sources within footnotes, and using word processing software when appropriate
- develop a repertoire of effective strategies and select technologies useful for gathering, generating and recording information and other materials to create a product
- monitor and modify scope and direction of inquiry by identifying breadth and depth of the topic, limitations, time availability, purpose, audience and form of presentation

Students will build foundational skills in representing to enhance communication.

- outline text and graphics according to a main idea providing supporting details that best suit the purpose of the research
- identify and record information sources in a bibliography
- identify and describe presentation form that best suits audience and purpose
- identify and create a variety of suitable presentation forms, e.g., written report, oral report, poster, presentation software, multimedia models
- evaluate the content and effectiveness of the research product, and develop strategies to improve future research
- analyze the effectiveness of the research process, and develop strategies to improve future research.

The student will:

- demonstrate a moral and ethical approach to the use of graphics, text and multimedia in presentations
- practise using complex structures that include graphic organizers, e.g., cause and effect, pros and cons, plus/minus/interesting (PMI), storyboards and Venn diagrams that assist in the process of analyzing, synthesizing and evaluating information to draw conclusions
- create presentations integrating information gathered from various sources; use various audio and visual technologies and a variety of software, e.g., word processing, publishing, multimedia authoring software, spreadsheets, graphics, database templates, applying appropriate common conventions
- select and organize graphics and text to effectively communicate a topic using various forms, e.g., posters, documents, charts, graphs, timetables, calendars, paintings, drawings, collages, cartoons, multimedia presentations, Web pages
- assess the need for and use consistent style within a document, e.g., page layout, headers, footers, footnotes, margins, columns, table of contents, bibliography
- select aspects of style, e.g., font, size, style, colour, spacing of text, image placement, sound and video links, within the presentation form or product to convey meaning to the chosen audience
- use a consistent style when recording information sources in a bibliography and footnotes
- analyze the content and effectiveness of the research product, and develop strategies to improve future research
- assess the effectiveness of the process (research, writing, oral and visual presentation) and develop strategies to improve future research and presentations.

Foundational Skills that Foster Respect, Support and Cooperation

Students will build foundational skills that allow them to support and advocate on their own behalf to foster respect, support and cooperation.

The student will:

- maintain an ongoing portfolio of accomplishments and representations of learning, e.g., projects, assignments, certificates, letters of recommendation, résumés
- identify strategies for increasing personal potential for success and happiness, presently and in the future, e.g., practise goal setting, create an action plan
- investigate attainable career opportunities by using self-evaluation techniques to assess strengths, weaknesses, interests, values, experience and community involvement
- accept constructive criticism, taking ownership of strengths and weaknesses
- take responsibility for following appropriate security and safety measures when using technology and the Internet, e.g., use proper language and etiquette, apply proper ergonomics to promote personal health and well-being, respect the products and privacy of others
- expand and apply the characteristics of a successful student/worker, e.g., prioritizing tasks, recognizing expectations.

Students will build foundational skills that allow them to support and advocate on behalf of the group to foster respect, support and cooperation.

The student will:

- engage in dialogue with group members to develop objectives, generate ideas, access resources, contribute abilities and interests, monitor progress and share responsibility for the completion of a project
- formulate solutions from conflicting points of view within a group, e.g., follow a problem solving or issue resolution model
- assess personal effectiveness when assuming each of the major roles within a group
- demonstrate appropriate behaviour within a group, e.g., listening without interrupting, contributing to be heard, disagreeing courteously, accepting conflicting opinions
- recognize that individual differences and perspectives are influenced by culture, religion, age, gender and experiences, and are valuable and honourable.

Students will build foundational skills by practising leadership strategies that foster respect, support and cooperation.

The student will:

- demonstrate honesty, integrity and personal ethics in leadership, e.g., be fair, respect group members' requests and opinions, value equity within the group
- demonstrate positive effort and behaviour of self and recognize the positive effort and behaviour of others toward achieving a goal
- model the different motivational techniques, e.g., positive reinforcement, extra assistance, that a leader uses within a group to focus on tasks and to achieve the group's objectives
- identify, describe and practise leadership roles within a group and develop positive leadership characteristics.

Students will build foundational skills by practising conflict management strategies to foster respect, support and cooperation.

The student will:

- demonstrate respect for the rights of self and others within a group and within a community
- solve problems and generate new ideas by applying a conflict resolution model that identifies and clarifies the problem, recognizes different points of view, generates a solution and considers consequences
- distinguish among constructive criticism, ridicule and sarcasm, and demonstrate strategies used to respond appropriately to those forms of criticism
- identify and describe different social situations that require assertive, aggressive or passive behaviours in self and others, and apply each when appropriate.

IOP Grade 10 English Language Arts

FIELD VALIDATION DRAFT

Foundational Skills of Communication

Students will build foundational skills in reading to enhance communication.

The student will:

- explore and analyze a variety of genres and authors in newspapers, magazines, short stories, poetry, plays and novels to be read for enjoyment
- identify and use a variety of appropriate reading strategies, such as skimming, reading out loud, forming questions, making predictions and using text organizers, e.g., indexes, tables of contents, chapters, glossaries, charts and reference sources
- apply appropriate vocabulary strategies, e.g., word attack skills, contextual clues, dictionary skills
- select and define new vocabulary that enhances the development of a specific topic
- paraphrase directions or messages from various sources, such as assignments, manuals, diagrams, forms, lists, labels, workbooks, to identify tasks required to meet expectations
- summarize details that support the main idea
- analyze text from various sources, e.g., short stories, articles, novels, electronic sources, CD-ROMs, for validity and relevance of the main lesson, message and moral theme
- explain the purpose and relevance of a short text and determine if the information presented is accurate and credible
- select previous knowledge and experiences to clarify understanding of a text
- categorize parts of a plot using graphic organizers and, when appropriate, use technology to support categorizing, e.g., introduction, characters, setting, initial incident, rising action, climax, falling action and denouement
- identify how a character changes as a result of an event within a plot by examining elements of character, e.g., personality traits, motivation, relationships, attitudes, values, consistency of behaviour and plausibility of change
- identify and explain meaning behind literary devices, e.g., figurative language, puns, sarcasm, personification, onomatopoeia.

Students will build foundational skills in writing to enhance communication.

The student will:

- select prewriting strategies and when appropriate use technology to support prewriting activities, e.g., discussion, brainstorming, webbing, outlining, journaling and using graphic organizers, to explore, develop and justify own ideas, opinions and point of view, and to develop new ideas and select scope of writing
- determine audience and purpose and select appropriate strategy (to inform, explain, persuade or describe) before writing

Students will build foundational skills in listening to enhance communication.

- take ownership of text creation by selecting or crafting a topic, concept or idea that is personally meaningful and engaging
- assume responsibility for using and enhancing keyboarding techniques, e.g., use proper fingering when using alphabet and punctuation keys
- use appropriate tools, such as handbooks, exemplars, models, dictionaries, spell checks on processors, grammar checks to assist in creating and revising text
- compose effective, descriptive, persuasive, expository and narrative paragraphs, and simple essays
- compose effective forms of functional writing—résumé, cover letter, business letter—independently and using electronic templates
- practise completing forms—Social Insurance Number (SIN) form using template on Human Resources Development Canada (HRDC) Web site, job application, bank account application
- initiate guided self and peer evaluation techniques to revise specific and appropriate details and improve word selection in writing
- initiate guided self and peer evaluation to revise the mechanical aspects of composition, including transitional devices and compound/complex sentences
- revise work to ensure clarity and coherence, e.g., punctuation, spelling, usage, grammar and sentence structure, transitions, transitional devices, style and vocabulary.

The student will:

- analyze the main message, point of view, argument, lesson or moral for validity and relevance of what is being said
- recognize the need for, and develop skills and strategies for, taking notes—select most relevant details for notes
- assess reliability of information in an oral presentation
- demonstrate characteristics of a good listener in different settings
- practise purposeful listening, e.g., entertainment, information gathering
- use strategies to verify understanding, e.g., repeating, paraphrasing and questioning
- follow multiple oral directions
- analyze mood indicators, e.g., volume, tone, irony and sarcasm, to identify a speaker's intent
- analyze nonverbal cues to identify a speaker's intent
- listen attentively in a small group, e.g., focus on the person speaking, react with appropriate physical movement such as nodding.

Students will build foundational skills in viewing to enhance communication.

The student will:

- analyze personal preferences when exploring a variety of genre, e.g., graphics, art, documentaries, film, advertising, plays
- identify relevant and valid information that supports a topic or an issue
- identify and describe point of view in a visual communication, and recognize the particular response(s) elicited from the intended audience (size, age, gender, geographic location)
- explain how manipulative graphic design techniques, e.g., graphic quality, colour, sound, camera angle, composition and editing, that create and/or manipulate emotion, mood and point of view are used in print, television and film to influence the viewer's perceptions, especially in advertising
- evaluate how advertising media producers sensationalize portrayals of everyday life to generate demand for their product.

Students will build foundational skills in verbal communication strategies and nonverbal behavioural strategies to enhance communication.

The student will:

- develop appropriate verbal and nonverbal communication strategies, including tone, volume, eye contact, gestures and posture, and be aware of the need for preparedness in effective communication
- apply skills used to positively interact and communicate with others by considering appropriate dress, personal space and conversational skills such as pausing and asking for time to think
- identify the styles of communication required in different settings such as the classroom, the home environment, the playground and occupation-related settings, and choose appropriate styles of verbal and nonverbal communication
- use and assess effective strategies to share, examine and re-examine points of view, opinions, experiences, perspectives and interpretations effectively with others, in person or using various communication technologies in a controlled environment, e.g., telephone, e-mail
- practise strategies to provide feedback that is a positive reflection of a presentation and/or encourages the presenter and audience to consider other ideas and additional information, e.g., I like it when you said ..., but have you considered

Students will build foundational skills in research to enhance communication.

The student will:

- identify possible topics for research through discussion, brainstorming or webbing
- identify the purpose of seeking information—to inform, to make decisions, to persuade
- create questions—who, what, where, when, why, how—or categories to guide inquiry
- manage and use a variety of oral, print, visual and multimedia resources, e.g., textbooks, books, encyclopedias, graphs, diagrams, posters, pictures, films, databases, CD-ROMS and the Internet, some of which may be acquired through searching electronic sources and databases; working independently, ascertain whether they are credible, appropriate to purpose, audience and form of presentation—with some supervision

Students will build foundational skills in representing to enhance communication.

- assess if information gathered is relevant, accurate, complete, current and significant to determine its usefulness to the overall purpose, audience and form of the presentation
- detect multiple viewpoints and bias in resources
- organize information logically and when appropriate use multimedia software to support analysis and synthesis, e.g., answer questions by topic or category, sequentially, using prior knowledge, new information and new ideas to draw conclusions
- record information accurately and completely, using a consistent and appropriate style, e.g., use quotations and cite sources within footnotes, and using word processing software when appropriate
- develop and draw from a repertoire of effective strategies, and select technologies useful for gathering, generating and recording information and other materials to create a product
- monitor and refine scope and direction of inquiry by identifying breadth and depth of the topic, limitations, time availability, purpose, audience and form of presentation
- outline text and graphics according to a main idea providing supporting details that best suit the purpose of the research
- identify and record information sources in a bibliography
- apply the presentation form that best suits the audience and purpose
- identify, create, enhance and evaluate the effectiveness of a variety of suitable presentation forms, e.g., written report, oral report, poster, presentation software, multimedia models
- evaluate the content and effectiveness of the research product, and develop strategies to improve future research
- evaluate the effectiveness of the research process, and develop strategies to improve future research.

The student will:

- demonstrate a moral and ethical approach to the use of graphics, text and multimedia in presentations
- use appropriate graphic organizers, e.g., cause and effect, pros and cons, plus/minus/interesting (PMI), storyboards and Venn diagrams, when working with complex structures that assist in the process of analyzing, synthesizing and evaluating information to draw conclusions
- create presentations integrating information gathered from various sources; use various audio and visual technologies and a variety of software, e.g., word processing, publishing, multimedia authoring software, spreadsheets, graphics, database templates, applying appropriate common conventions
- manipulate graphics and text to effectively communicate a topic using various forms, e.g., posters, documents, charts, graphs, timetables, calendars, paintings, drawings, collages, cartoons, multimedia presentations, Web pages
- assess the need for and use consistent style within a document, e.g., page layout, headers, footers, footnotes, margins, columns, table of contents, bibliography

- control aspects of style, e.g., font, size, style, colour, spacing of text, image placement, sound and video links, within the presentation form or product to convey meaning to the chosen audience
- use a consistent style when recording information sources in a bibliography and footnotes
- evaluate the content and effectiveness of the research product, and develop strategies to improve future research
- evaluate the effectiveness of the process (research, writing, oral and visual presentation) and develop strategies to improve future research and presentations.

Foundational Skills that Foster Respect, Support and Cooperation

Students will build foundational skills that allow them to support and advocate on their own behalf to foster respect, support and cooperation.

The student will:

- maintain an ongoing portfolio of accomplishments, representations of learning and work experiences, e.g., projects, assignments, certificates, letters of recommendation, résumés
- apply strategies for increasing personal potential for success and happiness, presently and in the future, e.g., practise goal setting, create an action plan
- evaluate attainable career opportunities by using self-evaluation techniques to assess strengths, weaknesses, interests, values, experience and community involvement
- realize the importance of tact, honesty and specificity in peer and self-evaluation
- take responsibility for following appropriate security and safety measures when using technology and the Internet, e.g., use proper language and etiquette, apply proper ergonomics to promote personal health and well-being, respect the products and privacy of others
- develop self-direction and self-discipline.

Students will build foundational skills that allow them to support and advocate on behalf of the group to foster respect, support and cooperation.

The student will:

- participate effectively as a group member to develop objectives, generate ideas, access resources, contribute abilities and interests, monitor progress and share responsibility for the completion of a project
- negotiate and reach a consensus within a group, e.g., follow a problem solving or issue resolution model
- assess effectiveness of each member in filling his or her role within a group
- demonstrate appropriate behaviour within a group, e.g., listening without interrupting, contributing to be heard, disagreeing courteously, accepting conflicting opinions
- recognize and respect people's diversity, individual differences and perspectives.

Students will build foundational skills by practising leadership strategies that foster respect, support and cooperation.

The student will:

- demonstrate honesty, integrity and personal ethics in leadership, e.g., be fair, respect group members' requests and opinions, value equity within the group
- demonstrate positive effort and behaviour, and describe the positive efforts and behaviours of others toward achieving a goal
- identify and describe leadership styles, e.g., cooperative, supportive, authoritative and autocratic
- identify, describe and practise leadership roles within a group and apply positive leadership characteristics.

Students will build foundational skills by practising conflict management strategies to foster respect, support and cooperation.

The student will:

- demonstrate respect for the rights of self and others within a group and within a community
- solve problems and generate new ideas by applying a conflict resolution model that identifies and clarifies the problem, recognizes different points of view, generates solutions and selects and implements the best solution
- distinguish among constructive criticism, ridicule and sarcasm, and demonstrate strategies used to respond appropriately to those forms of criticism
- identify and describe different social situations that require assertive, aggressive or passive behaviours in self and others, and apply each when appropriate.

IOP Grade 11 English Language Arts

FIELD VALIDATION DRAFT

Foundational Skills of Communication

Students will build foundational skills in reading to enhance communication.

The student will:

- identify and select reading materials from newspapers, magazines, short stories, poetry, plays and novels for enjoyment, and analyze various genres and authors
- identify and use a variety of appropriate reading strategies such as skimming, reading out loud, forming questions, making predictions and using text organizers, e.g., indexes, tables of contents, chapters, glossaries, charts and reference sources
- apply appropriate vocabulary strategies, e.g., word attack skills, contextual clues, dictionary skills
- select and define new vocabulary that enhances the development of a topic
- paraphrase directions or messages from various sources, such as assignments, manuals, diagrams, forms, lists, labels, workbooks, to identify tasks required to meet expectations
- synthesize main ideas, related supporting ideas and details to draw conclusions
- evaluate text from various sources, e.g., short stories, articles, novels, electronic sources, CD-ROMs, for validity and relevance of the main lesson, message and moral theme
- explain the purpose and relevance of a text and determine if the information presented is accurate and credible
- relate previous knowledge and experiences to understand text
- analyze the effectiveness of the plot using graphic organizers and, when appropriate, use technology to support categorizing, e.g., introduction, characters, setting, initial incident, rising action, climax, falling action and denouement
- analyze how a character changes as a result of an event within a plot by examining elements of character, e.g., personality traits, motivation, relationships, attitudes, values, consistency of behaviour and plausibility of change
- identify and explain the meaning and purpose behind literary devices, e.g., imagery, allusions, irony and figurative language.

Students will build foundational skills in writing to enhance communication.

The student will:

- apply appropriate prewriting strategy and use of technology to support prewriting activities, e.g., discussion, brainstorming, webbing, outlining, journaling and using graphic organizers, to fulfill individual intention
- write for a specific audience and with a specific related purpose (to inform, explain, persuade or describe)
- take ownership of text creation by selecting or crafting a topic, concept or idea that is personally meaningful and engaging

Students will build foundational skills in listening to enhance communication.

- assume responsibility for using and enhancing keyboarding techniques, e.g., use proper fingering when using alphabet and punctuation keys
- use appropriate tools, such as handbooks, exemplars, models, dictionaries, spell checks on processors, grammar checks to assist in creating and revising text
- compose effective, descriptive, persuasive, expository and narrative paragraphs, simple essays, and compare/contrast essays
- compose effective functional writing—résumé, cover letter, business letter—independently and using electronic templates
- complete forms effectively—Social Insurance Number (SIN) form using template on Human Resources Development Canada (HRDC) Web site, job application, bank account application, income tax template, résumé wizard
- use guided self and peer evaluation techniques to revise specific and appropriate details and improve word selection in writing
- use guided self and peer evaluation to revise the mechanical aspects of a composition, including jargon, slang and clichés
- revise work to ensure clarity and coherence, e.g., punctuation, spelling, usage, grammar and sentence structure, transitions, transitional devices, style and vocabulary.

The student will:

- evaluate the main message, point of view, argument, lesson or moral for validity and relevance of what is being said
- demonstrate effective use of note-taking skills and strategies by recording relevant details in an organized fashion
- assess reliability of information in an oral presentation
- identify, describe and demonstrate effective and appropriate audience skills
- practise purposeful listening, e.g., entertainment, information gathering
- use a variety of strategies to verify understanding, e.g., repeating, paraphrasing and questioning
- follow oral directions to accomplish multiple tasks
- analyze volume, tone, mood and other verbal cues to identify a speaker's intent
- analyze and evaluate the effectiveness of nonverbal cues in conveying a speaker's intent
- demonstrate qualities of an engaged listener in a small group, e.g., focus on person speaking, react with appropriate physical movement such as nodding.

Students will build foundational skills in viewing to enhance communication.

The student will:

- compare and defend personal preferences with those of peers when exploring a variety of genres, e.g., graphics, art, documentaries, film, advertising, plays
- extract relevant information that supports a topic or an issue, assess if information is credible and of value to support ideas and/or draw conclusions

Students will build foundational skills in verbal communication strategies and nonverbal behavioural strategies to enhance communication.

- detect purpose—to persuade, inform and/or entertain—and point of view of the visual communication, and evaluate its effectiveness for the intended audience (size, age, gender, geographic location)
- explain how manipulative graphic design techniques, e.g., graphic quality, colour, angle, lighting, composition, movement, perspective, sound and angle, are used in print, television and film to influence the viewer's perception
- evaluate how advertising media producers sensationalize portrayals of everyday life to generate demand for their product.

The student will:

- apply appropriate verbal and nonverbal communication strategies including tone, volume, eye contact, gestures and posture, and be aware of the need for preparedness in effective communication
- apply and assess skills used to positively interact and communicate with others by considering appropriate dress, personal space and conversational skills such as pausing and asking for time to think
- identify the styles of communication required in different settings, such as the classroom, the home environment, the playground and occupation-related settings, and choose appropriate styles of verbal and nonverbal communication
- use and assess effective strategies to share, examine and re-examine points of view, opinion, experiences, perspectives and interpretations effectively with others, in person or using various communication technologies in a controlled environment, e.g., telephone, e-mail
- practise strategies effectively to provide feedback that is a positive reflection of a presentation and/or encourages the presenter and audience to consider other ideas and additional information, e.g., I like it when you said ..., but have you considered

Students will build foundational skills in research to enhance communication.

The student will:

- identify possible topics for research through discussion, brainstorming or webbing
- identify the purpose of seeking information—to inform, to make decisions, to persuade
- create questions—who, what, where, when, why, how—or categories to guide inquiry
- manage and use a variety of oral, print, visual and multimedia resources, e.g., textbooks, books, encyclopedias, graphs, diagrams, posters, pictures, films, databases, CD-ROMS and the Internet, some of which may be acquired through searching electronic sources and databases; working independently, ascertain whether they are credible, appropriate to purpose, audience and form of presentation
- assess if information gathered is relevant, accurate, complete, current and significant to determine its usefulness to the overall purpose, audience and form of the presentation
- consider the relevancy, quality, credibility and bias of information

Students will build foundational skills in representing to enhance communication.

- organize information logically and when appropriate use multimedia software to support analysis and synthesis, e.g., answer questions by topic or category, sequentially, using prior knowledge, new information and new ideas to draw conclusions
- record information accurately and completely, using a consistent and appropriate style, e.g., use quotations and cite sources within footnotes, and using word processing software when appropriate
- develop and draw from a repertoire of effective strategies, and select more technologies useful for gathering, generating and recording information and other materials to create a product
- monitor and refine scope and direction of inquiry by identifying breadth and depth of the topic, limitations, time availability, purpose, audience and form of presentation
- outline text and graphics according to a main idea providing supporting details that best suit the purpose of the research
- credit sources of information, using footnotes and a bibliography
- apply and manipulate presentation form that best suit the audience and purpose
- identify, create, enhance and evaluate the effectiveness of a selected presentation form, e.g., written report, oral report, poster, presentation software, multimedia models
- evaluate the content and effectiveness of the research product, and implement strategies to improve future research
- evaluate the effectiveness of the research process, and implement strategies to improve future research.

The student will:

- demonstrate a moral and ethical approach to the use of graphics, text and multimedia in presentations
- evaluate effectiveness of a chosen graphic organizer, e.g., cause and effect, pros and cons, plus/minus/interesting (PMI), storyboards and Venn diagrams, when working with complex structures that assist in the process of analyzing, synthesizing and evaluating information to draw conclusions
- select appropriate technologies to create and enhance a multidimensional presentation, applying appropriate common conventions
- manipulate graphics and text effectively to communicate intent, maintaining and enhancing clarity, coherence and emphasis when presenting on a topic using various forms, e.g., posters, documents, charts, graphs, timetables, calendars, paintings, drawings, collages, cartoons, multimedia presentations, Web pages
- apply consistent style within a document, e.g., page layout, headers, footers, footnotes, margins, columns, table of contents, bibliography
- control aspects of style, e.g., font, size, style, colour, spacing of text, image placement, sound and video links, within the presentation form or product to convey meaning to the chosen audience
- use a consistent style when crediting sources of information in a bibliography and footnotes
- evaluate the content and effectiveness of the research product, and implement strategies to improve future research

- evaluate the effectiveness of the process (research, writing, oral and visual presentation) and implement strategies to improve future research and presentations.

Foundational Skills that Foster Respect, Support and Cooperation

Students will build foundational skills that allow them to support and advocate on their own behalf to foster respect, support and cooperation.

The student will:

- evaluate and adjust portfolio of accomplishments, representations of learning and work experiences, e.g., projects, assignments, certificates, letters of recommendation, résumés
- apply strategies for increasing personal potential for success and happiness, presently and in the future, e.g., practise goal setting, create an action plan
- write an action plan including short- and long-term goals and considering prerequisite training, strengths, weaknesses, interests, values, experience, community involvement and potential relationships
- engage in effective peer evaluation and self-evaluation
- apply appropriate security and safety measures when using technology and the Internet, e.g., use proper language and etiquette, apply proper ergonomics to promote personal health and well-being, respect the products and privacy of others
- demonstrate the ability to work independently and effectively.

Students will build foundational skills that allow them to support and advocate on behalf of the group to foster respect, support and cooperation.

The student will:

- participate effectively as a group member to develop objectives, generate ideas, access resources, contribute abilities and interests, monitor progress and share responsibility for the completion of a project
- assess effectiveness of conflict resolution techniques used in a group, e.g., follow a problem solving or issue resolution model
- analyze effectiveness of each member in filling his or her role within the group
- analyze and model appropriate behaviour within a group, e.g., listening without interrupting, contributing to be heard, disagreeing courteously, accepting conflicting opinions, showing respect for the rights and values of others
- recognize and respect people's diversity, individual differences and perspectives.

Students will build foundational skills by practising leadership strategies that foster respect, support and cooperation.

The student will:

- demonstrate honesty, integrity and personal ethics in leadership, e.g., be fair, respect group members' requests and opinions, value equity within the group
- model positive effort and behaviour, and reinforce the positive efforts and behaviours of others toward achieving a goal
- apply appropriate leadership styles to motivate a group—roles may include cooperative, supportive or authoritative perspectives
- identify, develop and apply positive leadership characteristics within a group and in diverse situations.

Students will build foundational skills by practising conflict management strategies to foster respect, support and cooperation.

The student will:

- demonstrate respect for, and assess and defend, individual rights and differences in self and others within a group, the community and the world in a positive and constructive manner
- solve problems and generate new ideas by applying a conflict resolution model that identifies and clarifies the problem, recognizes different points of view, generates solutions, selects and implements the best solution, and assesses the results
- apply constructive criticism in various situations, and respond appropriately to various forms of criticism
- identify and describe different social and occupational situations that require assertive, aggressive or passive behaviours in self and others, and apply each when appropriate.

IOP Grade 12 English Language Arts

FIELD VALIDATION DRAFT

Foundational Skills of Communication

Students will build foundational skills in reading to enhance communication.

The student will:

- assess the quality of reading materials such as newspapers, magazines, short stories, poetry, plays and novels, and analyze various genres and authors' approaches
- identify, select and use a variety of appropriate reading strategies such as skimming, reading out loud, forming questions, making predictions and using text organizers, e.g., indexes, tables of contents, chapters, glossaries, charts and reference sources
- apply appropriate vocabulary strategies, e.g., word attack skills, contextual clues, dictionary skills
- select, define and use new vocabulary that enhances the development of a topic
- paraphrase directions or messages from various sources, such as assignments, manuals, diagrams, forms, lists, labels, workbooks, to identify tasks required to meet expectations
- synthesize main ideas, related supporting ideas and details to assess effectiveness and draw conclusions
- interpret text from various sources, e.g., short stories, articles, novels, electronic sources, CD-ROMs, independently establishing validity and relevance of the main lesson, message and moral theme
- evaluate purpose and relevance of a text and determine if information presented is accurate and credible
- use previous knowledge and experiences to interpret text
- evaluate effectiveness of the plot using graphic organizers and, when appropriate, use technology to support categorizing, e.g., introduction, characters, setting, initial incident, rising action, climax, falling action and denouement
- evaluate effectiveness of characterization by examining elements of character, e.g., personality traits, motivation, relationships, attitudes, values, consistency of behaviour and plausibility of change
- evaluate the effectiveness of literary devices.

Students will build foundational skills in writing to enhance communication.

The student will:

- apply and evaluate effectiveness of selected prewriting strategy and technology used to support prewriting activities, e.g., discussion, brainstorming, webbing, outlining, journaling and using graphic organizers, to fulfill individual intention
- compose, and evaluate effectiveness of writing, which is intended for a specific audience and with a specific related purpose (to inform, explain, persuade or describe)
- take ownership of text creation by selecting or crafting a topic, concept or idea that is personally meaningful and engaging

Students will build foundational skills in listening to enhance communication.

- assume responsibility for using and enhancing keyboarding techniques, e.g., use proper fingering when using alphabet and punctuation keys
- use appropriate tools, such as handbooks, exemplars, models, dictionaries, spell checks on processors, grammar checks to assist in creating and revising text
- compose effective, descriptive, persuasive, expository and narrative paragraphs, simple essays, and compare/contrast essays
- compose effective functional writing—résumé, cover letter, business letter—independently and using electronic templates
- complete forms effectively—Social Insurance Number (SIN) form using template on Human Resources Development Canada (HRDC) Web site, job application, bank account application, income tax template, resume wizard
- evaluate the effectiveness of techniques used to revise text
- effectively revise the mechanical aspects of a composition
- revise work to ensure clarity and coherence, e.g., punctuation, spelling, usage, grammar and sentence structure, transitions, transitional devices, style and vocabulary.

The student will:

- evaluate the main message, point of view, argument, lesson or moral for validity and relevance of what is being said
- demonstrate effective use of note-taking skills and strategies by recording relevant details in an organized fashion
- assess reliability of information in an oral presentation
- display effective and appropriate audience skills without prompting
- practise purposeful listening, e.g., entertainment, information gathering
- use a variety of strategies to verify understanding, e.g., repeating, paraphrasing and questioning
- follow oral directions to accomplish multiple tasks
- analyze and evaluate the effectiveness of volume, tone, mood and other verbal cues in conveying a speaker's intent
- analyze and evaluate the effectiveness of nonverbal cues in conveying a speaker's intent
- demonstrate qualities of an engaged listener in a small group, e.g., focus on person speaking, react with appropriate physical movement such as nodding.

Students will build foundational skills in viewing to enhance communication.

The student will:

- compare and defend personal preferences with those of peers when exploring a variety of genres, e.g., graphics, art, documentaries, film, advertising and plays
- extract relevant information that supports a topic or an issue, assess if information is credible and of value to support ideas and/or draw conclusions
- detect purpose (to persuade, inform and/or entertain) and point of view of the visual communication, and evaluate its effectiveness for the intended audience (size, age, gender, geographic location)

Students will build foundational skills in verbal communication strategies and nonverbal behavioural strategies to enhance communication.

- evaluate how manipulative graphic design techniques, e.g., graphic quality, colour, angle, lighting, composition, movement, perspective, sound and camera point of view, are used in print, television and film to influence the viewer's perception
- evaluate how advertising media producers sensationalize portrayals of everyday life to generate demand for their product.

The student will:

- apply, interpret and continue to develop appropriate verbal and nonverbal communication strategies, including tone, volume, eye contact, gestures and posture, and be aware of the need for preparedness in effective communication
- apply and assess skills used to positively interact and communicate with others by considering appropriate dress, personal space and conversational skills such as pausing and asking for time to think
- use and assess effective verbal and nonverbal communication in a variety of settings for a variety of audiences
- use and assess effective strategies to share, examine and re-examine points of view, opinion, experiences, perspectives and interpretations effectively with others, in person or using various communication technologies in a controlled environment, e.g., telephone, e-mail
- apply strategies effectively to provide feedback that is a positive reflection of a presentation and/or encourages the presenter and audience to consider other ideas and additional information, e.g., I like it when you said ..., but have you considered

Students will build foundational skills in research to enhance communication.

The student will:

- identify possible topics for research through discussion, brainstorming or webbing
- identify the purpose of seeking information—to inform, to make decisions, to persuade
- create questions—who, what, where, when, why, how—or categories to guide inquiry
- manage and use a variety of oral, print, visual and multimedia resources, e.g., textbooks, books, encyclopedias, graphs, diagrams, posters, pictures, films, databases, CD-ROMS and the Internet, some of which may be acquired through searching electronic sources and databases; working independently, ascertain whether they are credible, appropriate to purpose, audience and form of presentation
- assess if information gathered is relevant, accurate, complete, current and significant to determine its usefulness to the overall purpose, audience and form of the presentation
- evaluate the relevancy, quality, credibility and bias of information
- organize information logically and when appropriate use multimedia software to support analysis and synthesis, e.g., answer questions by topic or category, sequentially, using prior knowledge, new information and new ideas to draw conclusions

Students will build foundational skills in representing to enhance communication.

- record information accurately and completely, using a consistent and appropriate style, e.g., use quotations and cite sources within footnotes, and using word processing software where appropriate
- develop and draw from a repertoire of effective strategies, and select technologies useful for gathering, generating and recording information and other materials to create a product
- reflect on and refine scope and direction of inquiry by identifying breadth and depth of the topic, limitations, time availability, purpose, audience and form of presentation
- outline text and graphics according to a main idea providing supporting details that best suit the purpose of the research
- credit sources of information, using footnotes and a bibliography
- apply and enhance presentation form that best suits the audience and purpose
- identify, create, enhance and evaluate the effectiveness of a selected presentation form, e.g., written report, oral report, poster, presentation software, multimedia models
- evaluate the content and effectiveness of the research product, and implement strategies to improve future research
- evaluate the effectiveness of the research process, and implement strategies to improve future research.

The student will:

- demonstrate a moral and ethical approach to the use of graphics, text and multimedia in presentations
- evaluate effectiveness of a chosen graphic organizer, e.g., cause and effect, pros and cons, plus/minus/interesting (PMI), storyboards and Venn diagrams, when working with complex structures that assist in the process of analyzing, synthesizing and evaluating information to draw conclusions
- select appropriate technologies to create and enhance a multidimensional presentation, applying appropriate common conventions
- manipulate graphics and text effectively to communicate intent, maintaining and enhancing clarity, coherence and emphasis when presenting on a topic using various forms, e.g., posters, documents, charts, graphs, timetables, calendars, paintings, drawings, collages, cartoons, multimedia presentations, Web pages
- apply consistent style within a document, e.g., page layout, headers, footers, footnotes, margins, columns, table of contents, bibliography
- control aspects of style, e.g., font, size, style, colour, spacing of text, image placement, sound and video links, within the presentation form or product to convey meaning to chosen audience
- use a consistent style when crediting sources of information in a bibliography and footnotes
- evaluate the content and effectiveness of the research product, and implement strategies to improve future research
- evaluate the effectiveness of the process (research, writing, oral and visual presentation) and implement strategies to improve future research and presentations.

Foundational Skills that Foster Respect, Support and Cooperation

Students will build foundational skills that allow them to support and advocate on their own behalf to foster respect, support and cooperation.

The student will:

- demonstrate an understanding of lifelong learning by keeping an ongoing portfolio of accomplishments and representations of learning, e.g., projects, assignments, certificates, letters of recommendation, résumés
- evaluate how effectively strategies for increasing personal potential for success and happiness are applied and maintained ensuring success, presently and in the future, e.g., practise goal setting, create an action plan
- revise an action plan including short- and long-term goals and considering prerequisite training, strengths, weaknesses, interests, values, experience, community involvement and potential relationships
- make effective use of self-evaluation and peer evaluation
- apply appropriate security and safety measures when using technology and the Internet, e.g., use proper language and etiquette, apply proper ergonomics to promote personal health and well-being, respect the products and privacy of others
- show interest, initiative and effort toward work.

Students will build foundational skills that allow them to support and advocate on behalf of the group to foster respect, support and cooperation.

The student will:

- assess effectiveness of group contributions in developing objectives, generating ideas, accessing resources, contributing abilities and interests, monitoring progress and sharing responsibility for completion of a project
- apply a variety of conflict resolution techniques and assess their effectiveness, e.g., follow a problem solving or issue resolution model
- evaluate effectiveness of each member in filling his or her role within the group
- assess and model appropriate behaviour within a group, e.g., listening without interrupting, contributing to be heard, disagreeing courteously, accepting conflicting opinions, showing respect for the rights and values of others
- recognize, respect and support people's diversity, individual differences and perspectives.

Students will build foundational skills by practising leadership strategies that foster respect, support and cooperation.

The student will:

- demonstrate and assess effectiveness of honesty, integrity and personal ethics in leadership, e.g., be fair, respect group members' requests and opinions, value equity within the group
- model positive efforts and behaviours and reinforce the positive efforts and behaviours of others toward achieving a goal
- apply appropriate leadership styles to motivate a group to high performance—roles may include cooperative, supportive or authoritative perspectives
- identify, develop, apply and evaluate positive leadership characteristics within a group and in diverse situations.

Students will build foundational skills by practising conflict management strategies to foster respect, support and cooperation.

The student will:

- demonstrate respect for, and assess and defend, individual rights and differences in self and others within a group, the community and the world in a positive and constructive manner
- solve problems and generate new ideas by using a conflict resolution model that identifies and clarifies the problem, recognizes different points of view, generates solutions, selects and implements the best solution, assesses the results, and re-evaluates the solution based on new information
- apply constructive criticism in various situations, and respond appropriately to various forms of criticism
- identify and describe different social and occupational situations that require assertive, aggressive or passive behaviour in self and others, and apply each when appropriate.

